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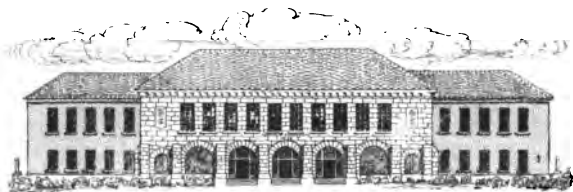
# THE NORMAL COURSE IN READING

BY

EMMA J. TODD,

AND

ALTERDATE W. B. FOWELL, AM.  
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THE  
NORMAL COURSE IN READING.

BY

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TRAINING TEACHER IN THE PUBLIC SCHOOLS OF AURORA, ILL.,

AND

W. B. POWELL, A.M.,

SUPERINTENDENT OF PUBLIC SCHOOLS, WASHINGTON, D.C.

---

ALTERNATE SECOND READER.

*PROGRESSIVE READINGS IN NATURE.*

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DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY  
SILVER, BURDETT & CO., PUBLISHERS,

NEW YORK . . . BOSTON . . . CHICAGO.

1896.

*Or.*

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THE **C**  
NORMAL COURSE IN READING.

COMPRISING:—

PRIMER: Preliminary Work in Reading;  
FIRST READER: First Steps in Reading;  
SECOND READER: Select Readings and Culture Lessons;  
ALTERNATE SECOND READER: Progressive Readings in Nature;  
THIRD READER: Diversified Readings and Studies;  
ALTERNATE THIRD READER: How to Read with Open Eyes;  
FOURTH READER: The Wonderful Things around Us;  
FIFTH READER: Advanced Readings in Literature — Scientific,  
Geographical, Historical, Patriotic, and Miscellaneous;  
PRIMARY READING CHARTS: Preliminary Drill in Reading, 48  
numbers, 29 X 38 inches, Illustrated.

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## PUBLISHERS' NOTE.

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PROBABLY no text-books in our schools represent, on the whole, more effort and enterprise on the part of both publisher and author than the school reading-books. This branch has constantly received the contributions of our most successful school-book makers — a fact which in itself abundantly attests the importance which attaches to the study in the public mind.

That there yet remain possibilities for improvement in this direction cannot be doubted by those familiar with the progress recently made in the methods of teaching reading employed by our best educators. This progress has revealed and emphasized the need of improvements not hitherto attempted in the reading-books offered for school use, both in the plan of presentation and in the subject-matter presented.

It is confidently believed that a careful examination of the plan and subject-matter of the NORMAL COURSE IN READING will at once reveal its *raison d'être*, and that a practical use of these books in the school-room (which is, after all, the supreme test of excellence) will demonstrate their superiority to those hitherto published for the same work.

A more definite and detailed exposition of the plan, scope, and subject-matter of each book in the series will be found in the "Suggestions to Teachers."

The publishers confidently commend the Series to all progressive educators, and anticipate for it large favor at the hands of those who appreciate the best school-room work.



## SUGGESTIONS TO TEACHERS.

---

THE belief or conviction that greater interest can be secured by making observation lessons the basis of reading lessons has led to the preparation of this little book. The pupil must be prepared for the book text by work which will increase his desire to know what the lesson in the book has in store for him.

The child's mind is stimulated to action by the presence of the objects about which he is to read.

The discovery of facts leads to the acquisition of new words, which should be the new words found in the text to be read. These the child may be trained to use in clear, definite statements.

These statements written on the blackboard are of themselves valuable reading lessons. Their chief value, however, as a reading exercise consists in the preparation they give for reading the book lesson, thereby making it possible for a pupil to read the printed text with very little effort.

The value of reading original matter as an aid to correct expression cannot be overestimated; for by such reading, inflection and emphasis spring from the thought as they should do.

Each poem should be made the basis of several talking and original reading exercises; after which the poems may be read and memorized by pupils.

The purpose of the work sought to be accomplished by this book may be briefly summarized as follows:—

1. To train the child —

- (a) To observe with care, and to think about what he sees.
- (b) To express in good English the facts and relations discovered.
- (c) To read matter, written and printed, expressing these facts and relations.
- (d) To see the beauties which are hidden in Nature's works, thereby increasing his power for enjoyment, his love for the true, the beautiful, and the good.

(e) To form the habit of looking for the thought expressed in every sentence he reads before he attempts to give it orally, thus leading him to feel that he reads for the purpose of getting thought, or of giving thought.

2. To develop in the child a love for reading.

3. To train the hand to represent what the eye sees.

Most, if not all the specimens for investigation and study, can be obtained easily by the teacher for use in the class.

The pictures may be made valuable for collateral work.

If a specimen called for in the text cannot be secured for study, one related to it may be made the subject for observation; for example: the lemon or the grape may be substituted for the orange; the plum or the cherry, for the peach.

If a child carefully studies a fruit corresponding to the one represented in the book, he will, by aid of pictures and the text, be able to form a good mental picture of the represented fruit.

For busy work during the study hour the pupils may mold in clay the objects they are studying, or represent them with pencil. They should write simple descriptions of these objects, or of the pictures, as also narrations suggested by the pictures.

The work in word-building begun in *First Steps in Reading* should be continued in this book. The main object of this work should be to give the child a knowledge of the powers of letters, and to train him to use this knowledge as a help to the pronunciation of new words.

The child should early be made to know the values of those letters and combinations of letters whose powers are constant.

In addition to this the child may be led to observe the effect final *e* produces, as; *hat, hate, mat, mate, pin, pine*, etc.; also to build words by adding suffixes, *ed, ing*, and *ly*.

There is no good reason why a child should not gain much valuable information while he is learning to recognize the vocabulary which he uses.

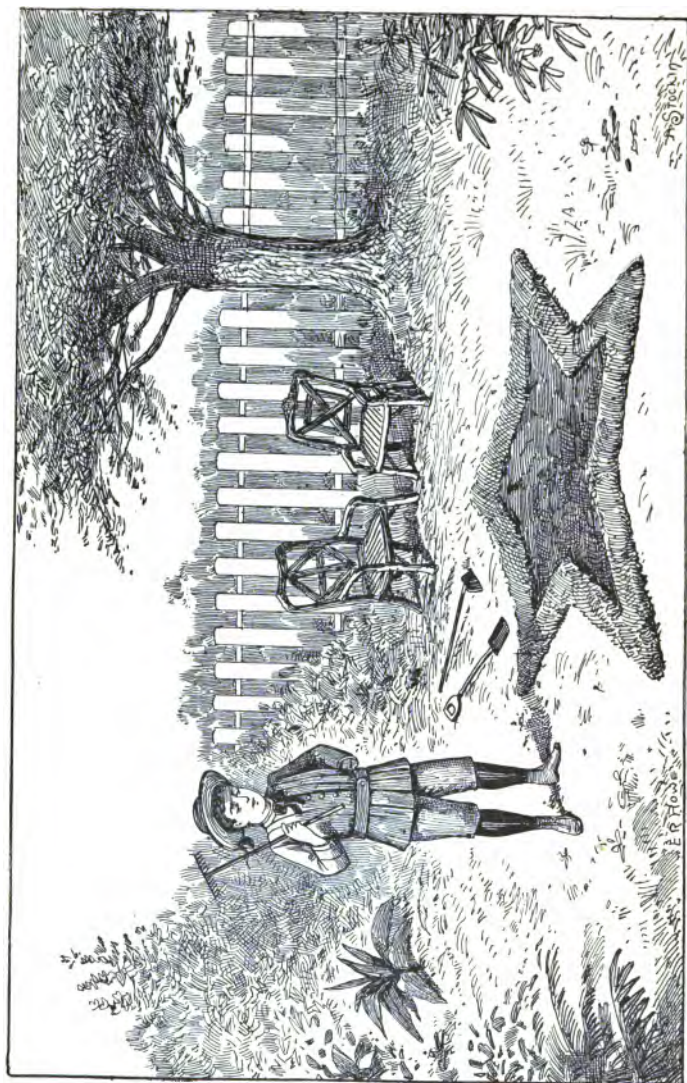
Let us during the first years of a child's school life introduce him to such subjects, and bring him in contact with such objects as will facilitate the formation of perceptions and their correlations into comprehensive conceptions. Let us open the doors and the windows of our school-rooms to Nature, and teach the little ones to admire her works and love her beauties.

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NED IN THE GARDEN

## SECOND READER.

### *PROGRESSIVE READINGS IN NATURE.*



#### I. WORD PICTURES.

##### 1. NED IN THE GARDEN.

Here is Ned in the flower garden.

Ned is looking at a flower bed which is nearly done. He stands near the bed. In his right hand he has a small rake.

The bed which Ned is looking at has five points. It looks like a star. Is it a star-shaped bed?

A hoe and a spade are lying

on the ground near the bed. There is a large oak-tree at the left of Ned.

Two chairs are under the tree.

Back of Ned are many plants, and a fence.

Will Ned put plants in the star-shaped bed?

---

See this flower bed, mamma.

I helped papa make it. Is it not a nice, star-shaped bed? Do you like it, mamma?

I used the hoe, the spade, and the rake which grandpa gave me.

This bed is for sister Fanny's flowers.

garden	rake	fence	helped	grandpa
star-shaped	hoe	used	spade	sister

## 2. FILLING THE FLOWER BED.



Here we see Ned and Fanny.

They are filling the bed with plants and seeds.

Ned is resting on his left knee and right foot. He is placing a plant in the centre of the bed.

Fanny is sitting on a low stool in front of Ned. She is sowing seeds near the edge of the bed.



We hope Ned and Fanny will have many flowers.

filling	resting	knee	hope
placing	stool	sowing	low
left foot		sitting on a low stool	
right knee		sitting near the bed	
near the edge		sowing flower seeds	



### 3. THE HAPPY CHILDREN.

Mrs. Gay had two children, whose names were Ned and Fanny.

Ned and Fanny were happy children. They liked to play. They liked to work.

The day that Ned was eight years old, his Grandpa Gay gave him a set of garden tools.

In the set were a hoe, a rake, and a spade.

Ned said, "I thank you, grandpa, for this set of tools. They are just what I want. I like to work in the garden. Now I can help papa."

Ned soon learned to use the tools. He helped his papa make the flower beds.

They made a star-shaped bed.

Mrs. Gay gave this bed to Fanny. She said that Fanny must have a pretty one.

Fanny and Ned filled the bed with plants and seeds.

Ned set the plants in the bed. Fanny sowed the seeds.

There were roses, pinks, violets, and forget-me-nots in the bed.

The rose bush was in the centre of the bed. The violets and the forget-me-nots were in the five points.

Mrs. Gay	children	years	filled	happy
made	learned	tools	sowed	work



#### 4. THE PLANT STORE.

“Come, Fanny, let us play store,” said Ned one day.

“That will be fun, Ned. You keep the store and I will buy the things you have to sell.”

“What kind of store shall I have, Fanny? We don’t want a toy store, to-day.”

“A plant store, Ned. You can sell plants and flowers. I will

buy them of you for mamma and cousin Grace."

store

Grace

keep

buy

sell

kind

cousin



### 5. PLAYING STORE.



What are Ned and Fanny doing to-day?

They are playing store. A bench in the yard is the store.

Upon the bench are a basket of flowers and many plants in small flower-pots.

Ned stands behind the bench. He has a bunch of flowers in his hand which he is trying to sell to Fanny.

Fanny is standing in front of Ned.

On her left arm she has a small willow basket. I think she has a bunch of pinks in her right hand.

Did she buy them of Ned?

yard      pots      behind      trying      basket



#### 6. FANNY VISITS THE PLANT STORE.

Fanny helped Ned to get the plants and flowers for his store.

They put violets in one bunch, pinks in another, forget-me-nots in another, and violets and roses in another.

Their mamma gave them some plants.

Ned put the flowers into a small basket. He then placed the plants and the flowers on a bench in the yard.

Fanny ran into the house. She put her hat on her head. She then placed a small willow basket on her left arm, and went to the store.

"Good morning, Master Ned," she said, "I am going to see cousin Grace, who is sick. I want a fresh bunch of pinks for her."

"Here is a fresh bunch, Miss

Fanny. You may have this bunch for five cents."

"Here are five cents. I will take the pinks."

"Do you see how beautiful these violets and roses are? Grace will like these too.

"Will you buy them? You may have this bunch for two cents."

• "Thank you, Master Ned, that is very cheap. I will take the roses and violets. I like your store, and will call again."

"Tell Grace to come to my store when she is well."

"I will; good day, sir."

"Good day, Miss. Come again."

placed	Master	sick	tell	beautiful
Miss	cheap	fresh	call	again

## II. PLANTS.

### 1. A LITTLE PLANT.

See this little plant.

Do you see what a pretty little plant it is?

This little plant has a root, a stem, and leaves.

One, two, three; there are three parts: root, stem, and leaves.

On the stem are the pretty green leaves.

At one end of the stem are the roots, which are brown.

Jay, why does the little plant have leaves?

To get food for the plant, Alice.







The leaves look up into the air and the sunshine to get food for the pretty plant.

Do you know why the little plant has a root?

Yes, Alice; the root feeds the plant too. The root gets water and food from the ground.

You know the root holds the plant fast in the ground. If it did not, the plant would die and blow away.

Has the root a mouth?

Yes, Alice; the root has many mouths. You can see them if you look at the roots through a glass which makes them look larger.

Why does the plant have a stem?

O, the stem holds the leaves.

See! there are three parts, and each part has some work to do.

---

What do you see in the picture?

Where is the boy?

What is he doing?

Where is the girl?

What is she doing?

sunshine	ground	would	parts
Alice	mouths	into	air
die	food	blow	glass

## 2. ROOTS.

Here are two little plants.

Each plant has a root,  
a stem, and leaves.

Let us look at the roots  
of these two plants.

Do you think they look  
alike ?



O, no; one  
of them has  
roots as fine as threads.

Do you see they are  
as fine as threads ?

How long they are  
too !

Now look at the other  
plant. It has a thick root  
with a few fine roots.

Let us cut this thick root.

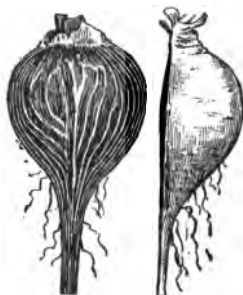


It looks like flesh.

What is the name of the long fine roots that look like threads?

I think thread-like roots is a good name.

What do you think, Ada?



Now, Alice, you may give a name to the thick root.

It looks like flesh. It is a fleshy root, Ada.

Here are two plants. One has thread-like roots, and one has a fleshy root.

Let us find fleshy roots.

We will draw fleshy roots and thread-like roots.

flesh alike threads thread-like fleshy

## 3. THE ROOT AND THE STEM.



*Stem.*—How dark it is here, dear Root. Where are we?

*Root.*—Under the ground, in our dark house, little Stem. The little house in which we live is a seed.



*Stem.*—Is there a door in our house? Can we get out?

*Root.*—By and by our house will open and let us out.

*Stem.*—I shall be so glad. It is too dark here for me.

One day in the side of the little house under the ground a door did open. Can you tell why the door opened?

*Root.* — Here we are, little Stem. The door is open. I am going far down into the ground to live. Where are you going?

*Stem.* — Not down into the ground, dear Root. Not I. It is too dark there. I want to see the light of the bright, warm sun. The light will make me strong. I shall have pretty, green leaves to stay with me. Will you feed us?

*Root.* — O, yes, dear Stem.

I shall not see the sun where I live; but he will warm the ground

for me. The warm rain will soak into the ground where I am. With my hands I shall cling to the ground, and with my mouths I shall suck the sweet juices from it.

I will feed you with the juices, little Stem.

*Stem.*—Thank you, dear Root. Good by.

*Root.*—Good by, little Stem.

Take care of the leaves and the flowers.

---

Can you tell how the root feeds the stem? Can you tell how the leaves feed the stem?

opened	strong	rain	soak	live
cling	suck	juices	sun	our

#### 4. THE USES OF THE STEM..



I came out of the ground.

It was too dark in my little house. I like the warm sunshine.

You see I have some pretty green leaves and red flowers to stay with me. I am a nurse for the leaves and the flowers.

I hold them up so they can get the air and the sunshine.

I do this so that they may grow and be pretty for you.

Do you grow, too, little Stem?



Oh, yes; I grow, too, or I could not hold the leaves and the flowers as they grow larger.

The root sends me juices from the ground.

Thank you, little Stem. I like you, because I know that you are kind to the flowers.

I think they love you too.

nurse	stay	could	sends
because	larger	love	

A plant has a ———, ———, and ———.



##### 5. THE PARTS OF A LEAF.

I have a lilac leaf. So have I!  
So have I!

And I have a maple leaf.  
Mabel has an oak leaf.

See; I can twirl this leaf by the stem.

Frank, mamma calls this leaf-stem a leaf-stalk.

The leaf-stalk grows from the stem of the plant.



This flat, thin part is a blade.

The blade is the pretty part of the leaf.

Has the maple leaf a blade and a leaf-stalk?

Has every leaf a leaf-stalk and a blade?

I have an oak leaf, a maple leaf, a willow leaf, a geranium leaf, and a cherry leaf.



Each leaf has a leaf-stalk and a blade. Each blade is broad and flat. Some blades are thick, others are thin.

The blades of some leaves are light green on one face and dark green on the other. The blades of some leaves are red on one face and green on the other.

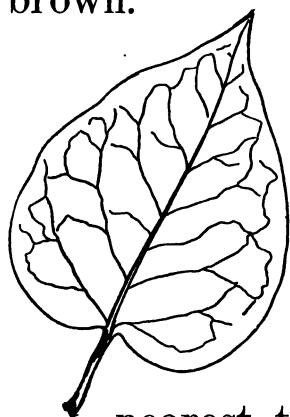
Some blades are glossy, others are not glossy.

Some blades are rough, some are smooth, some are hairy, and some are downy.

Some leaf-stalks are round, and some are not round.

Some leaf-stalks are green, some are green and white, some are green and red, and some are brown.

Some leaf-stalks are smooth, some are hairy, and some are downy.



---

Do you see the  
part of the lilac leaf  
nearest the leaf-stalk?

Yes, we see it.

This part is the base of the  
lilac leaf.

Find the base of the willow leaf.

Is the base of the willow leaf like the base of the lilac leaf?

Do you see that the base of the oak leaf is not like the base of the apple leaf?

What is the shape of each?

---



See what a sharp point this willow leaf has.

Yes; and the maple leaf has a sharp point.

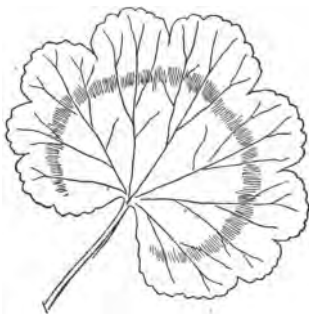
The lilac leaf has a point too.

This point is the apex. The apex of a leaf is not near the leaf-stalk.

It is the part farthest from the leaf-stalk.

Show the apex of the geranium leaf.

Which part of the geranium leaf is the apex?

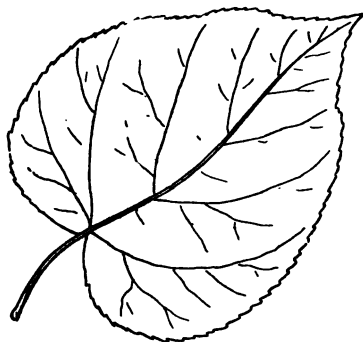


Is the apex of the oak leaf pointed like the apex of the lilac leaf?

The apex of this oak leaf is rounded. Here is an oak leaf that has a pointed apex.

Draw a leaf having a pointed apex. Draw two leaves, each having a rounded apex.

Mabel	leaf-stalk	hairy	downy
base	pointed	apex	rounded
show	others	nearest	farthest

**6. THE HEART-SHAPED LEAF.**

Do you see my pretty leaf?

It has a short, round leaf-stalk,  
at one end of which is the blade.

The blade is thin and green.

What pretty shape it has!

Look; its shape is like a heart.

Shall we call it a heart-shaped  
leaf?

Yes; that is a good name for  
it, because it looks like a heart.

Little heart-shaped leaf, we

like to look at you because you are so pretty.

Did this leaf grow on the linden-tree ?

This leaf in my hand grew on a bush. That is the picture of a leaf that grew on the linden-tree.

The linden-tree has pretty leaves.

---

Look at this lilac leaf.

It is the shape of a heart.

The lilac leaf is heart-shaped.

Some bushes have heart-shaped leaves. Some trees have heart-shaped leaves, and some vines have heart-shaped leaves.

We can find heart-shaped leaves on trees, on bushes, and on vines.



May we draw six linden leaves  
on our slates?

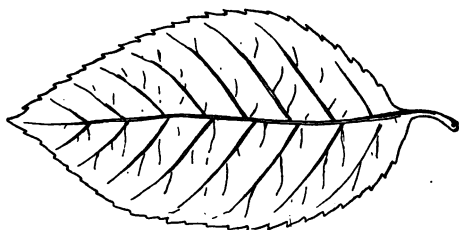
heart  
linden

heart-shaped  
grew

because  
bushes



### 7. THE EGG-SHAPED LEAF.



Is this apple leaf heart-  
shaped?

It is not heart-shaped like the  
lilac leaf or the linden leaf.

It is not round like the gera-  
nium leaf, and it is not narrow  
like the willow leaf.

What is the shape of this apple leaf, Flora? It is broad at the base and tapers toward the apex.

Don't you see, Mabel, its shape is like an egg? Shall we call it an egg-shaped leaf?

Because its shape is like an egg we may call it egg-shaped, or we may use the word oval, which means egg-shaped.

The apple leaf is oval.

Let us find and draw many oval leaves.

Flora   oval   egg-shaped   toward   tapers

---

“Take care of the garden,  
And keep it from weeds;  
Then fill it with sunshine,  
Kind words, and kind deeds.”

## 8. THE BLADE-SHAPED LEAF.

Just see what a pretty leaf I hold in my hand!

It stands so firm and tall.  
Is it like the heart-shaped leaf?

Oh, no; it is long and narrow; the heart-shaped leaf is broad.

How long and narrow it is!  
It is not like the willow leaf.

Look at the leaf-stalk! It rolls around the stem of the plant.

Is it not pretty at the other end? It is pointed and sharp like the blade of my knife. I think it looks like a blade.

It is a blade of grass, Flora.



Let us call it a blade-shaped leaf.

Pretty blade-shaped leaf, please  
do not cut us when we play with  
you in the fresh, green grass.

please	glancing	minute	red-breast
firm	peeping	tiny	violets
tall	creeping	bowers	dainty
robin	coming	spring	world

---

“Peeping, peeping, here and there,  
In flowers and meadows everywhere,  
Coming up to find the spring,  
And hear the robin red-breast sing.  
Creeping under children’s feet,  
Glancing at the violets sweet;  
Growing into tiny bowers,  
For the dainty meadow flowers.  
We are small, but think a minute  
Of a world with no grass in it.”

## 9. THE HAND-SHAPED LEAF.



How do you do, maple leaf?

I will lay you on my hand.

See, you have a point for each one of my fingers! One, two, three, four, five. Five points.

Little maple leaf, your blade has five points.

Look at my hand. It has one long middle finger, with two shorter fingers on each side of it.

Maple leaf, your blade has one long middle finger, with two shorter ones on each side of it.

We will call you a hand-shaped leaf. Whose hand are you?

You are the maple-tree's hand.

The maple-tree's hands catch the rain and the sunshine.

The tree has more hands than I can count.

When the wind blows the tree shakes hands.

We will draw the maple-tree's hands.

Now we can draw heart-shaped leaves, oval leaves, and blade-shaped leaves.

catch

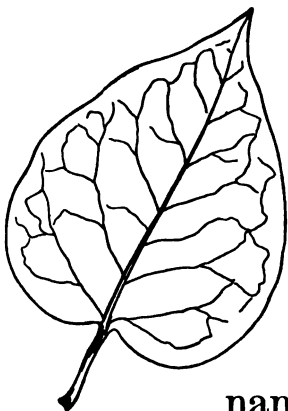
middle

fingers

shorter

shakes

## 10. ENTIRE AND CUT MARGINS.



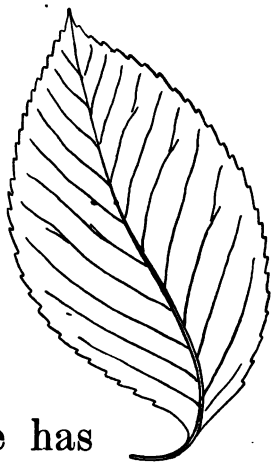
Here are many leaves on the table.

Take this one by the blade, and pass your finger around the edge.

I know another name for edge. It is margin.

I will pass my finger around the margin of the other leaf. Do you see this margin is not like that one?

That margin is smooth, but this one has pretty points cut in it.



The points of this leaf are very sharp.

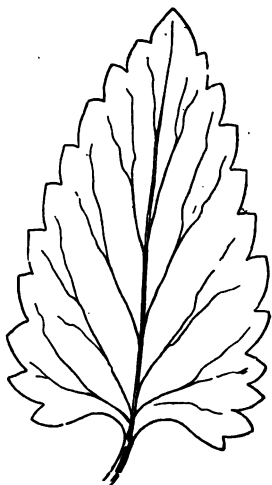
They look just like the teeth of my little saw.

Look at the margin of this leaf.

The points are round. They look like scallops.

Which margin do you like best?

I like the margin of the cherry leaf, Elsie. Don't you?



Find leaves having entire margins.

Find leaves whose margins look like the teeth of a saw.

Find leaves whose margins look like scallops.



We will draw some of these pretty leaves.

entire

margin

pass

scallops

best

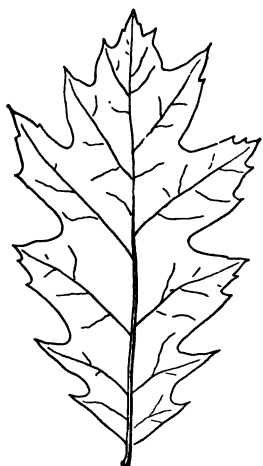
margins

look like scallops



#### 11. THE VEINS AND RIBS OF A LEAF.

Jessie, you may take an oak leaf, and I will take a maple leaf.



Hold up your leaf, Jessie. Look through it. What do you see?

O Mabel; there are many lines running all through the blade.

So there are in this maple leaf,

Jessie. Some of the lines are long and thick, others are short and fine.

I wonder how many short, fine lines there are in this leaf.

More than I can count.

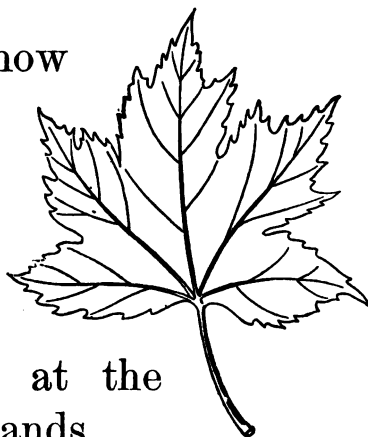
Let us look at the veins in our hands.

We find some thick, blue veins, and some fine, blue veins.

These veins have blood in them. If we prick a vein the blood flows out.

Now, Jessie, we will break one of the thick lines in this leaf. See, the juice comes out.

These lines are veins, and the



juice in them is sap. Sap is the blood of the leaf.

What do you think, Ray?

Mamma says, that the largest veins of the leaf are ribs. The ribs make the leaf strong. They keep the leaf in shape just as our bones keep us in shape.

The long, thick lines are ribs, and the short, fine lines are veins.

How funny! The leaf has ribs and veins.

My body has ribs and veins.

Sap flows through the ribs and the veins of a leaf. Sap is the blood of the leaf.

Blood flows through the veins of my body, but not through the ribs. What color is sap?

---

through the ribs	ribs and veins
veins of my body	so strong

Jessie	funny	prick	flows
largest	strong	bones	sap

What is sap?

Where does the sap of the leaf flow?



## 12. SHAPES OF STEMS.

See the stems on the table.

Let me take two of the plants.

This one I can twirl by the stem, it is so round and smooth. I can roll it too.

But I cannot twirl this one. It will not roll.

O, now I see, this stem has four edges. It is a square stem.

Here are two stems,—one is a

square stem, and one is a round stem.

Has the little plant with a round stem any brothers and sisters?

Yes; it has many brothers and sisters, all of which have round stems.

Little plant with a square stem, have you any brothers and sisters?

O, yes! we all have square stems too.

Here is one. This one is not like yours. It has three edges.

Isn't it funny? Here are three stems, — one with no edges, one with four edges, and one with three edges.

We will find all the stems we

can having three edges, and show  
them to you.

roll      brothers      sisters      isn't



### HOW THE FLOWERS GROW.

“First a seed so tiny,  
Hidden from the sight;  
Then two pretty leaflets  
Struggling toward the light:  
Soon a bud appearing  
Turns into a flower,  
Kissed by golden sunshine,  
Washed by silver shower;  
Growing sweeter, sweeter,  
Every happy hour!  
Kissed by golden sunshine,  
Washed in silver shower.”

turns	kissed	shower	appearing
sight	leaflets	golden	silver
hidden	washed	sweeter	struggling

## 13. THE BLUET.



What a beautiful little flower you are!

What is your name, little flower?

"My name is Bluet."

What a pretty name!

You are so blue, we, too, will call you bluet.

You have a bright yellow spot in the centre around which are four blue points.



We will call your four blue points petals.

The four petals make a pretty, blue cup.



Your green cup has four points too.

These green points are sepals.

Where is your home, little bluet?

bluet            beautiful            petals            sepals



#### 14. THE FORGET-ME-NOT.



Little bluet, here is a flower that looks like you.

This flower has five petals; you have four.

Do you know the name of this little flower?



Its name is forget-me-not.

Little forget-me-not, did you get your colors from the sky?

We think you did, for we have seen the same color there.

Little forget-me-not has a blue cup and a green cup.

The blue cup has five petals, and the green cup has five sepals.

Where is your home, and who are your playmates, forget-me-not?

“I am the blue forget-me-not;  
The banks of streams my chosen spot;  
I am the color of the sky,  
Except my round and sunny eye.”

forget	same	banks	streams
sky	except	sunny	chosen

## 15. THE SYRINGA.

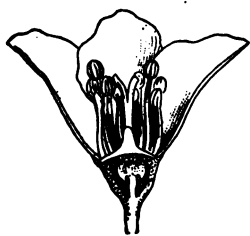
Look at my  
beautiful white  
flower!

Do you see its  
small green cup  
has four sepals?

The white cup stands  
in the green cup.

How many white  
petals has this flower?

How large, smooth, and white  
the petals are!



Now look into the  
white cup at the lit-  
tle yellow men. Do  
you see them stand-  
ing in a ring?

There is one in the centre of

the ring. He does not look like the others.

Do you know the name of this flower? Its name is syringa.

Pretty syringa, you look like the orange blossom. I am an orange blossom, Guy. A syringa is a mock orange.

The orange blossom grows on a tree. The syringa grows on a large bush. In June the syringa bush is white with blossoms.

Oh, how pretty it is then!

Would you like a bunch of syringas and roses? In June you can have them.

We will make three pictures of this flower.

syringa	man	June	orange
men	mock	blossoms	ring

## 16. THE GERANIUM.



We like the geranium because it gives us pretty flowers the whole year.

Some of the flowers are white, some are red, and some are pink.

Look at this beautiful red cluster. The soft red petals look like velvet. There are five petals.

Do they look like the petals of the forget-me-not?

How many sepals has this flower?

How many little men are there standing in a ring? Count them.

What slender, thread-like stalks they are! At the top of each is a little box. Can you tell what is in each box?



See the man in the centre. How straight he stands! He wears a cap. His cap has five parts.

What shall we call this part of the flower?

Let us draw five of these flowers. Now we will draw one petal and one sepal.



The geranium has ——— petals.

straight wears slender velvet cluster

## 17. THE VIOLET.

Do you see how this beautiful flower nods its head?

Let us look at it and see what it is.

What is this little purple cap?

It is the little flower's sunbonnet which covers its face.



This little flower does not like to show its face, so it wears a bonnet. Lift the bonnet and look at its face.

Of what is the little bonnet made?

The petals of the flower make the bonnet.

Far back in the bonnet are  
two small eyes.

What is this flower's name?

Why, this is little violet.

Has it not a pretty name?

The violet wears a green col-  
lar which has five sepals.

What a beautiful purple cup is  
set in a green cup!

nods	purple	sunbonnet	covers
bonnet		violet	collar



#### 18. THE DANDELION.

“Dainty little dandelions,  
Smiling on the lawn,  
Sleeping through the dewy night,  
Waking with the dawn.”

Little dandelion, where is your  
home?

## 19. THE FRAGRANT FLOWER.



Look at this pretty pink, Flora.  
Smell it. Isn't it fragrant?

How fragrant it is, Frank!  
Where did you get it? Does the  
pink get its name from its color?

I think not, for some pinks are  
white, and some are dark red.

What a deep, green cup the  
pink has!





It has a deep, green cup to hold the long, narrow part of the petals.

Do you see what a pretty margin each petal has?

If you will give me one of the petals, I will draw it on my slate.

fragrant

fruit

deep

smell



## 20. THE USE OF FLOWERS.

We are glad plants have flowers.  
Flowers make plants look pretty  
for us. Flowers make us happy.  
They make the bees happy too.  
From the flower comes the

fruit. If there were no flowers, there would be no fruit.

We like the fragrant flowers.



## 21. THE PEAR.



My name is pear, and my home is a pear-tree.

Last summer I was a tiny bud. There were many tiny buds on this branch with me. They were my brothers and sisters.

We did not grow very large before the cold winter days came.

All winter we lived on the pear-tree. When the warm spring came we began to grow again.

One morning I saw that I was growing white. My brothers and sisters were growing white too.

Soon this branch with all its sister branches was full of beautiful white flowers. We were as white as snow.

One by one my brothers and sisters who were on this branch died. I was left alone. One day my little white petals went away. Then I was dressed in green.

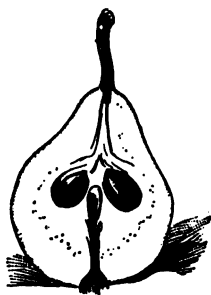
The warm sun made me happy. I grew every day through the spring and summer.

Now I am the large pear which you see hanging on the branch.

Don't you think my shape is pretty? I have two dimples like my cousin apple. One is an eye-dimple, and one is a stem-dimple.

My dress is red and yellow. It covers the soft, juicy pulp which little boys and girls like to eat.

My heart, like my cousin apple's heart, is a core.



The core is a warm house for my little brown seeds.

When you pick me, please look at the tiny buds in my home.

Some of these buds will open into white flowers.

pear

full

began

snow

died

spring

summer

winter

alone

before

cold

## 22. THE ORANGE.



Here is an orange. Do you see it looks like this picture orange?

The orange is round or ball-shaped.

It grows on an orange-tree.

Has the orange a stem?

Oh, yes; look at this scar. It shows us where the stem was. The orange hangs to the tree by a stem just as the apple does.

Take the orange, Fred. How does it feel?

How rough the rind is to this one! That one has a smooth rind.

What makes the rind rough? Prick one of the sacs. What do we find in it?

There is orange oil in the sacs which you find in the rind.

Orange oil comes from the rind of the orange.

What color is the rind?

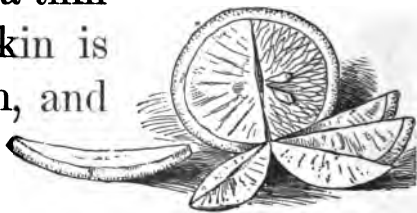
Its color is orange on the outside and yellowish white on the inside.

Let us cut this orange. Has it not a thick rind?

The rind covers the pulp. How soft and juicy the pulp is! It

has many creases running around it from the stem. These creases show us where to cut the pulp. There are many parts to the pulp, called segments.

Each segment of the pulp is covered with a thin skin. This skin is smooth, tough, and nearly white.



Let us take the skin off this part. Do you see the cells?

The pulp is made of many cells. The color of these cells is light orange. Each cell is full of juice. Taste it. How does it taste?

There are large cells in the pulp for the seeds. The orange seeds are not in a core.

What is the shape and color of an orange seed?

Cut an orange seed and tell us what you find.

---

Are these parts of the orange of any use to man?

Oh, yes; each part is useful.

The rind is not good to eat, but men make oil of it.

The pulp of the orange is good to eat. The seeds of the orange are not good for food.

What are the seeds good for?

outside	inside	rind	scar
creases	covers	yellowish	oil
tough	dull	useful	full
sac	sacs	called	segment



**23. THE APPLE AND THE ORANGE.**

The apple and the orange are nearly round.

Each has a stem by which it hangs to a tree.

The apple has two dimples. The orange has no dimples.

The apple has an eye. Has the orange an eye?

The skin of the apple is thin and tough or brittle. It may be rough or smooth, glossy or dull. The rind of the orange is thick and rough or smooth. Under the

rind is a thin, tough skin which covers the pulp.

What color is the apple? What color is the orange?

The pulp of each is juicy. The orange is more juicy than the apple.

Apple seeds are brown. Are orange seeds?

Apple seeds are in a core. Orange seeds are in the pulp.

Tell all you can about a pear and a lemon.



#### 24. THE PEACH.

Would you like a peach like the one in the picture?

Here is one. Is it not a pretty fruit?

Let us look at it. It is nearly round.



It has a stem dimple, but no eye dimple.

There is a crease which goes nearly half way around it.

Has every peach a crease?

We never saw a peach without this crease in it.

Its skin is covered with fine hairs which make it feel as soft as velvet.

Pretty peach, who painted your cheek? Did the bright sun paint it?

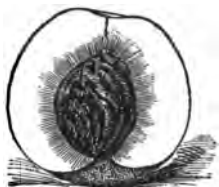
John has cut the peach for us.

How thick and rich the pulp is! What beautiful colors it has!

Its cells are full of rich juice.

There is a brown, rough stone in the centre of the peach.

Sometimes the pulp clings to this stone. It is then called a clingstone peach. It is a free-stone peach if the pulp does not cling to the stone.



What shape is the stone? Break it. What a smooth lining it has!

There is a seed in the stone. If you plant the stone, the seed will grow.

How can the seed get out of that hard stone?

Jack Frost will break the stone. Do you know Jack Frost?

cheek	peach	Jack Frost	without
paint	painted	rich	cling
			lining

## THE LITTLE GARDENER.

“I am a little gardener,  
With fresh ripe fruit to sell;  
And if you'll please to buy from me  
I'll try to serve you well.”

“We see your basket is quite full  
Of different kinds of fruit,  
And we should like to buy from you  
If you'll make prices suit.”

“I've apples green and cherries red;  
I've yellow lemons too,  
And plums, and grapes, and oranges,  
Which I will sell to you.

“Now open wide your ready hands,  
And take the fruit from me,  
And when my stock is all sold out  
You then can sell to me.”

*American Teacher*

serve	different	prices
stock	sold	suit

### III. BIRDS.

#### 1. BIRDS.



Blue birds, yellow birds, red birds, and brown birds!

How many birds do you see?  
Count them, little boys and girls.

Every bird has a beak. Every bird has two wings and two feet. Every bird has a tail.

This is the beak, Elsie. There are the wings, and here are the feet. Do you see every bird has

a beak, two wings, two feet, and a tail?

What pretty feathers these birds have! How soft the feathers feel!

No other animal has feathers. If an animal is covered with feathers, we know it is a bird.

A hen has feathers. Is a hen a bird? Is my duck a bird? My duck is covered with feathers.

Yes, Elsie, your hens, your geese, your ducks, and your turkeys are birds.

Hens, geese, turkeys, and ducks, are fowls. Fowls are birds.

A bird is covered with feathers.

beak   turkeys   fowls   animal   covered

What do you see in the picture?

What has every bird?

With what is every bird covered?

## 2. THE DUCKS ON THE POND.



The boy and girl whom you see in this picture are Frank and Fanny.

They are watching their ducks.

The ducks are on a pond. There are one, two, three, four, five ducks. How fast they swim and dive! See! there is one diving now to get a worm.

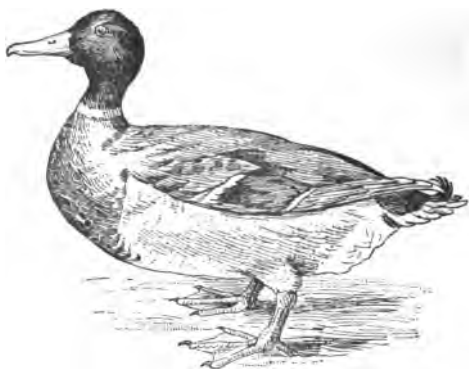
Frank and Fanny are sitting



on the bank of the pond. They like to watch their ducks swim and dive. Not far from them is a tree. Do you like this picture?



### 3. THE DUCK.



Here is a bird that swims and dives. Does it look like the bird in the picture?

Take it in your hand, Arthur. Is it a duck?

---

It looks like my ducks. My ducks swim and dive. They go on the pond every day. I like to see them swim and dive.

Let us look at this duck.

See what a pretty body it has. Its body is shaped like a boat.

Is it a boat-shaped body?

Because its body is shaped like a boat we may call it boat-shaped.

Its feathers, too, are so soft and oily. I think the duck oils its feathers before it goes into the water. The oil keeps the feathers dry. The water does not get to the duck's body.

The duck looks pretty on the pond. Its short legs are set far back on its body.

Look! it uses its feet as oars.  
Can the hen use its feet as oars?



Oh, no; let us see  
why the duck can. On  
each foot there are  
three front toes and one hind toe.

What is that between the front  
toes?

It is skin. It is a web. This  
web unites the toes.

You see the web-foot makes a  
broad oar.

The front toes are united by a  
web.

What a short hind toe the  
duck has! It is not on a level  
with the front toes.

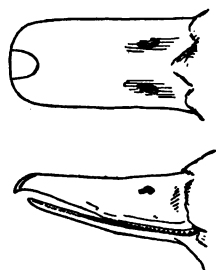
There is a sharp nail at the  
end of each toe. How many nails  
are there on both feet?

Name all the birds you know that can swim.

Do you see what a long, narrow head the duck has?

Let us look at its bill, Flora.

Here is a duck's bill. Take it in your hand. Does it look like the hen's bill?



Oh, no; the hen's bill is short and curved.

How broad and flat this bill is! See the edges, Frank.

Has the duck teeth? I see notches. These notches look like the teeth of a comb.

Oh, no; these are not teeth. The duck does not chew its food.

What are these notches that look like teeth?

The duck has a boat-shaped body covered with soft, oily feathers.

The duck's short legs are set far back on the body.

Each foot has three front toes which are united by a web. The hind toe is short. It is not on a level with the front toes.

The duck has a broad, flat bill, the edges of which are notched.

---

#### HE LOVES ME TOO.

God sees the little sparrow fall,

It meets His tender view

If God so loves the little birds

. I know He loves me too.

---

dry	dives	boat-shaped	Arthur
chew	oars	between	oily
unites	level	notches	skin
united	notched	comb	edges

#### 4. WHAT THE DUCK DOES.

The duck likes the water.  
How fast it swims and dives!

Can a duck walk?

Oh, yes; but the duck does not  
walk well. Do you know why?

It is because its legs are so  
short and are set so far back on  
the body.

You see the duck was made  
to go on the water. It is a  
water bird.

Have you ever watched a duck  
eat?

Where does it get its food?

How does it get its food?

---

Tell all you know about a duck.

## 5. THE DUCK.

The duck has a ——— body which is covered with ———, ——— feathers.

Its long ——— head has a ——— flat bill, the edges of which are ———.

The duck has two ——— wings and a ——— tail.

Its ——— are set far back on its body. On each foot there are ——— toes. The ——— toes are united by a ———.

The duck likes the ———. It ——— and ———. This bird does not ——— well.

It eats ——— and ——— which it gets from the ——— and ———.

**6. MY HEN.**

Look at my white hen with her five little chickens.

Every day I feed her corn and meal.

She says, "Cluck, cluck!" to the chickens. The chickens say, "Peep, peep!"

She is so tame she lets me take her chickens in my hands.

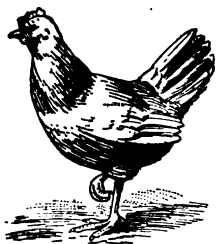
My hen has a small head and a large body. Her feathers are not oily.



Her wings are so short she can not fly well. She spends most of her time on the ground.

Look at her broad, round tail. Don't you think it would make a pretty fan? I do.

Her legs are not very long. She can walk better than the duck can.



Do you know why?

On each foot she has three front toes and one hind toe.

Are the hen's feet like those of the duck? Oh, no; there is no web to unite the toes.

The hind toe is not on a level with those in front.

Watch her as she walks. Do you see her toes close?

At every step she closes the toes of the foot which she lifts.

Do you know why the toes close when she lifts the foot?

How she scratches the ground for worms!

In scratching, she uses the sharp, curved nails on her toes.

Do you know what the hen eats?

What shall we call the hen because she scratches for her food?

corn	meal	spends	better
scratches	scratching	close	peep
scratcher	very	those	watch



## 7. THE HEN.

The hen has a — head. Her — is short and curved.

Her — body — — with feathers which are not —.

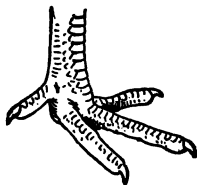
The hen's legs are — near the centre of — —. There are — — on each foot.

She spends most of her — on the —. She — corn, —, and —. She — for her food.

The hen is a scratcher.



#### 8. A DUCK'S FOOT AND A HEN'S FOOT.



Nellie has a duck's foot in her hand.

I have a hen's foot in mine.

Shall we tell you all we know about these feet?

Each foot belongs to a bird.

Each foot has four toes. There are three toes in front and one behind.

At the end of each toe is a sharp, curved claw.

Each hind toe is short and raised above the front toes.

The duck's front toes are united by webs. The hen's toes are not.

The duck uses its feet in swimming. The hen uses its feet in scratching.

If we look at the feet of a bird, we can tell whether it is a water bird or not.

belongs	claw	raised	whether	mine
about	end	above	curved	uses

## 9. THE HEN AND HER DUCKS.



Guy Clark was a little boy who lived on a farm.

He took care of the hens, the ducks, and the turkeys.

One day he put ten duck's eggs under a sitting hen.

The hen sat on the eggs to keep them warm for four long weeks.

Then there were ten little ducks.

The hen was very proud of her little ones.

---

One day the hen and her ducks were on the bank of a pond.

The young ducks saw the water, so into the pond they went.

“Quack! quack! this is fun,” said the little ducks.

The hen stood on the bank. She saw her little ones in the water.

“Oh, dear! Oh, dear!” she said. “Come back. You will drown. Come back.”

“Quack! quack! We like to swim and dive. We will not drown.”

“What a funny mother you are,” said an old duck. “Why don’t you swim and dive?”

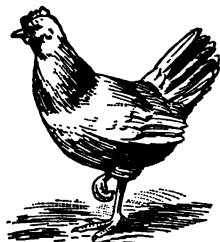
The hen did not know that her little ones were ducks.

I think she did not look at  
their bills and their feet.

Clark farm took stood drown proud



#### 10. A DUCK AND A HEN.



Let us look at these birds and  
see if they are alike.

Are they alike?

Each bird has a body covered  
with feathers.

The feathers of the duck are  
soft and oily; those of the hen  
are stiff and dry.

---

Each bird has a beak.

But their beaks do not look much alike.

Oh, no; the broad, flat bill of the duck does not look much like the short, curved bill of the hen.

Each bird has two short wings and two short legs.

The legs of the duck are placed far back on the body. Those of the hen are near the centre of the body.

There are four toes on each foot — three in front and one behind. The hind toe is not on a level with the front ones.

The duck's front toes are united by web. The hen's front toes are not. At the end of each toe is a sharp, curved nail.



The duck uses its feet in swimming. The hen uses its feet in scratching.

The duck quacks. The hen cackles. The duck is a water bird. The hen is a land bird.

ever      much      stiff      cackles      land



#### 11. THE HAWK.



Would you like  
this bird for a pet,  
Anna?

A hawk for a pet!  
No, indeed, Elsie.

If I had this bird  
for a pet, he would  
soon eat my ten little black  
chickens.

The hawk likes to eat chickens.  
Chickens are afraid of hawks.

The hawk likes to eat rabbits  
too.

O, he would surely eat my little rabbit.

No, no, Elsie, I do not want a hawk for a pet.

Look at the beak.  
Feel it.

How sharp the edges  
are!



See, the upper part  
is longer than the lower part.

It curves, too, so that it looks  
like a hook.

Don't you think it would make  
a good hook for my little cap?

Oh, no; the point is too sharp  
for that.

Do you see there is a notch in each edge of the bill?

The hawk's beak is very strong.

The hawk needs a sharp, strong, hooked beak. Why?

Here is the hawk's foot.

Each foot has four toes which are placed on a level.



There are three front toes and one hind toe. The middle toe is the longest.

See what a long, hooked nail there is on each toe.

No, Elsie; don't give me a hawk for a pet. Those long, hooked claws would tear my flesh.

Did you ever hear of a tame hawk?

Do you know a bird that has

a beak and a foot like those of the hawk?

I will draw the hawk's beak and foot.

hawk	upper	Anna	indeed	pet
surely	lower	hook	hooked	tear



## 12. THE CRANE AND THE FROG.

"I think I will have that frog on the stone for my dinner."

"O dear, do you see that tall bird looking at me? I am afraid of him. He is standing in the water,



watching me. If I stay on this stone, he will eat me. Where shall I go? Cranes eat frogs.

“I will jump into the water. Good by, Mr. Crane. You did not get me this time.”

---

Did you ever see a crane?

A crane is an odd-looking bird. It is a wild bird, and flies from place to place. .

It flies very high in the air.

O, what a tall bird it is!

The crane has a long bill, a long neck, two long wings, and two long legs. There are three long toes on each foot and one short toe.

Is it not a long bird?

This bird wades in the water.

To wade in deep water a bird must have very long legs.

This is the way the crane looks when it flies.



It puts its head and neck forward and its feet back. Its head, neck, body, and feet make almost a straight line. Its large wings are spread wide.

The crane flies very high and very fast. It goes round and round as it comes to the ground.

The crane is a water bird.

Name all the birds you can  
that wade in the water.

dinner	crane	frog
odd-looking	wades	forward
spreads	time	high
almost	neck	must



### 13. THE ROBIN.



O robin, little robin,  
You perch upon a twig;  
You seem so very little,  
And I so very big.

Who does not like to see and  
hear the robin?

---

This little bird has a short, thick body covered with pretty feathers. Its breast is chestnut brown or red.

The robin gets the name red-breast from its color.

It has long wings and short, slender legs.

There are four toes on each foot. The hind toe, which is very long, is on a level with the front toes.

The robin spends much of its time in the air. It perches on branches just as you see it in the picture.

Do you know why it does not fall from the branch?

The robin eats grain, fruit, worms, and insects.



Does the robin hop?

Oh, no; it never hops. When the robin moves on the ground it runs.

The robin builds its nest in cherry-trees and in apple-trees.

Do you know why the robin likes to build its nest in the cherry-tree?

This little bird builds its nest of coarse hay and mud, and lines it with soft, fine hay.

How does the robin build its nest? Robin Redbreast told May.

If you will listen to the sweet songs of the robins and watch them work, they will tell you.

breast	chestnut	lines	perches
coarse	listen	songs	told
builds	grain	insects	moves



“We’ll build us a nest in the old apple-  
tree,  
’Mid the blossoms of pink and of white;  
Where the bee will come with her hum-  
hum-hum,  
And the bumble-bee ’ll drone with his  
bum-bum-bum.  
Here the stars will look down ’twixt the  
leaves at night,  
Look down from the sky on you and on  
me.”

mid      bumble-bee      drone      ’twixt

## THE BROWN THRUSH.

There's a merry brown thrush sitting up  
in the tree;

He's singing to me! He's singing to  
me!

And what does he say, little girl, little  
boy?

"Oh, the world's running over with joy!

Don't you hear? Don't you see?

Hush! look! in this tree,

I'm as happy as happy can be!"

The brown thrush keeps singing: "A nest  
do you see,

And five eggs are hid in the old apple-  
tree?

Don't meddle! don't touch! little girl,  
little boy,

Or the world will lose some of its joy!

Now I'm glad! now I'm free!

And I always shall be,

If you never bring sorrow to me."

So the merry brown thrush sings away  
 in the tree,  
 To you and to me, to you and to me;  
 And he sings all the day, little girl, lit-  
 tle boy,  
 "Oh, the world's running over with joy;  
 But long it won't be,  
 Don't you know? Don't you see?  
 Unless we are as good as we ever  
 should be."

unless	won't	joy	merry
thrush	sorrow	touch	meddle

---

Who taught the bird to build her nest  
 Of wool, and hay, and moss?  
 Who taught her how to weave it best,  
 And lay the twigs across?  
 Who taught the busy bee to fly  
 Among the sweetest flowers,  
 And lay her store of honey by  
 To last in winter hours?

moss	weave	across	busy	honey
------	-------	--------	------	-------

## 14. THE BLUE-BIRD.

“Do you know the blue-birds have come?” asked Violet one day in spring.

Listen! we can hear them now. We like to hear you sing, pretty blue-birds.

There they are, Violet, in the apple-tree. Mr. and Mrs. Blue-bird are making a nest there.

The blue-bird makes its nest of dried grasses. Have you ever seen the blue-bird's eggs?

Soon there will be four or six pale blue eggs in the nest.

Little blue-bird, did you get your colors from the sky?

You are so blue, we too will call you blue-bird.

---

You look like Robin Redbreast.  
Your bill, your legs, and your toes  
are like those of the robin. Are  
you a blue robin?

Little blue-birds, we like to  
have you and the robins come so  
early in the spring.

dried      asked      early      pale      grasses

' When does the blue-bird come?

When does the blue-bird go away?



#### 15. DICK AMONG THE BUSHES.

Dick was a pet bird. He lived  
in a cage in a large brick house.

While he was learning to sing,  
the cage was hung out of doors  
each day. He could hear the  
birds sing there.

Dick mocked the wild birds. In this way he learned to sing many sweet notes.

One day his cage door was left



open, so he hopped out. He then flew to the bushes near by. "What a big, wide world this is!" he seemed to say.

"Listen! Hush!" said Cora, who was playing in the yard with her

sister Ida. "Do you hear that sweet song? Is it the blue-bird's song? Let us find the little bird."

"Look! there it is in the bushes. Oh, dear! Oh, dear! It is our pet bird. Yes, it is Dick. Who left his cage door open? Will he fly away? There he goes now, Cora!

"Come back, little birdie,  
O, don't fly so high!  
I'm afraid I shall lose you  
Up there in the sky."

"He will come back, Ida. Put the cage near the bushes," said Cora. She then ran to find mamma. Ida sat on the ground near the roses. She put the cage near by, and said, "Dick, come Dick, please come to Ida."



Dick came back to the bushes, but he was too happy to fly to his cage. He seemed to say to Ida, "Let me live among the flowers."

How sad Ida felt! She put her apron to her eyes and cried.

Soon mamma caught the bird.

Cora and Ida were glad to have their bird again.

Was the bird happy?

cried	caught	apron	felt
Dick	learning	mocked	wide
among	hung	notes	while



#### 16. MAY'S ROBIN.

May Hunt lived on a farm.

Her room was in the second story of the farm house. At the corner of the house was a large

apple-tree. The branches came so near May's window that she could pick the leaves and flowers in the spring-time.



Did May pick the pink and white blossoms? Oh, no; she knew that large red apples would come from the blossoms. She wanted the apples, so she did not pick the flowers.

One spring a little robin made her home in this apple-tree. May sat by the window and watched her make her nest. Every day the robin stood on the sill to eat the crumbs which May put there.

In a short time Mrs. Robin had five eggs in the nest. The nest was so near the window that May could look into it at the blue-green eggs.

Mrs. Robin sat on the eggs for two long weeks. She then had five little birds to feed. Oh, how wide their little mouths opened when Mrs. Robin fed them!

The baby robins grew very fast. One day they flew away.

flew    weeks    story    window-sill    knew

## IV. INSECTS.



## 1. INSECTS.

Here are a fly, a wasp, a bee, a butterfly and a grasshopper.

Frank may have the fly; John, the wasp; and Ada, the bee.

"May I have the butterfly?" asked Grace.

Yes, Grace; here is the butterfly for you, and the grasshopper for Joe.

Let us look at these little animals. What do you find? Are they alike?

Oh, I think they are.

See, Ada; each one has a head. All have wings. All have legs. All have eyes.

Count the legs, Ada.

The bee has one, two, three, four, five, six legs.

The butterfly has one, two, three, four, five, six legs.

So have the fly and the wasp.

The grasshopper has six legs too.

Each one of these little animals has six legs.

Grace, you may look at the wings. How many wings has each?

The butterfly has one, two, three, four wings. The bee has four wings. So has the wasp.

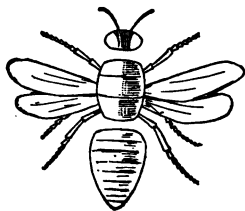
The fly has two wings.

The grasshopper has four wings.

---

Now look at the parts of the body.

Joe, how many parts has the bee's body?



Oh, see! there are three parts: a front part, a middle part, and a hind part.

The front part is the head.

The middle part is the chest or thorax.

The hind part is the abdomen.

The bee has a head, a thorax, and an abdomen.

The grasshopper has a head, a thorax, and an abdomen.

Every one of these little animals has a head, a thorax, and an abdomen.

Where are the legs and the wings?



Don't you see they are on the thorax?

Are the legs and the wings on the thorax of every one of these animals?

What do you see on the head?

There are two eyes.

O, see! here are two slender threads on the head. They look like horns.

The two horns which you see are feelers.

Do you know why they are called feelers?

What shall we call these animals? They have wings and they can fly? Are they birds?

Oh, no; birds have feathers.

Birds have two feet. These animals have six feet.

I will tell you. They are insects.

---

The fly, the butterfly, the bee, the wasp, and the grasshopper are insects.

Every animal that has a head, a thorax, an abdomen, and six legs is an insect.

Every insect has three parts to the body. Every insect has six legs on the thorax.



Every insect has two feelers on the head. \_\_\_\_\_

An insect has a head, a thorax, and an abdomen.

The head of an insect has two eyes, two feelers, and a mouth.

The thorax has six legs.

If the insect has wings, you will find them on the thorax.

Tell the names of all the insects you know. \_\_\_\_\_

An insect has a head, a \_\_\_\_\_, and an \_\_\_\_\_.

On the thorax there are \_\_\_\_\_ legs and \_\_\_\_\_.

On the head are \_\_\_\_\_ and \_\_\_\_\_.

butterfly	wasp	chest	abdomen
grasshopper	thorax	feelers	horns

## 2. THE HONEY-BEE.

Honey-bee, honey-bee, what are you doing?

I am getting the sweet juice from the flowers, little boy.



Honey-bee, you have a pretty plush coat. Your wings are so thin they look like gauze. May I catch you?

Dear little boy, I am glad you like my plush coat and my wings of gauze. But do not catch me. I have a sting in my body. If you touch me, it will hurt you.

Then I will not catch you.

Tell me, honey-bee, what you do all day.

I go from flower to flower.  
With my long tongue I suck  
the sweet juice. I put this juice  
into a little bag in my body.  
Then I fly to my home. My  
home is a bee-hive.



The juice in  
my honey-bag  
is honey now which I put into  
the cells of the honey-comb.

Do you make honey all day  
long, pretty bee?

Oh, no, little boy; the baby-bees  
must be fed. On my hind legs

I have little baskets made of stiff hairs. These baskets are too small for you to see without a glass.

I fill these baskets with the yellow dust which I



get from the flowers. I make the yellow dust into bee-bread for the baby-bees. Baby-bees like bee-bread.

I make wax too. With this wax I make many cells for the honey. These cells are all the same shape and make the honeycomb.

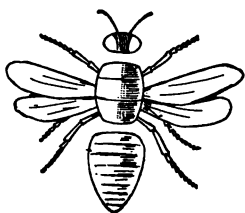
Thank you, honey-bee. I will watch you in your work. You are a busy insect. I like to see you go from flower to flower. I like to hear you buzz and hum.

Buzz, buzz, buzz! this is the song of the bee.

The honey-bee is an insect.

It has a head, a thorax, and an abdomen.

The head has a mouth, a long tongue, two eyes, and two feelers.



On the thorax are six legs and four wings.

Let us look at the thorax. It is made up of three rings.

Each ring has a pair of legs.

The hind legs are the longest. The baskets are on these legs.

See how thin the wings are. There are veins in them too.

The large wings are on the second ring. The small wings are on the third ring.

How many rings do you see in the abdomen?

Where in the body is the sting?

The buzzing which we hear is made with the wings.

---

The bee is an ———.

It has a ———, a ———, and an ———.

The thorax is made up of ——— ———.

Each ring has ——— legs.

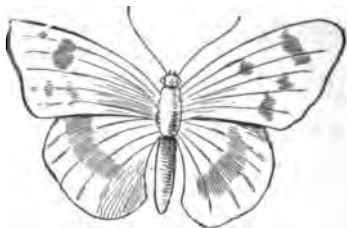
The large wings are on the ——— ring.

The small ——— are on the ——— ring.

The head has ——— eyes and two ———.

honey-bee	plush	coat	sting
getting	hurt	tongue	gauze
bee-bread	busy	buzz	bee-hive
honey-comb	honey-bag	rings	pair

### 3. THE BUTTERFLY.



I caught this little butterfly.

It has many pretty colors.

Pretty butterfly, were you sucking the juice from the flower when I caught you?

Stay with me, little butterfly.  
Do not fly away.

Dear! dear! what is on my hand? Have I hurt this pretty butterfly?

My hand is covered with red, yellow, and black dust.

From what did it come?

O Nellie, the dust on your hand came from the butterfly's wings.

Do you know the butterfly's wings are covered with dust-like scales? The scales lap like the shingles on a roof of a house.

Look! there are more scales on the wings than I can count.

The scales make the wings pretty.

When the butterfly rests, it holds its wings over its back.



There is his brother  
See how erect his wings are!

Do you see the long feelers on the head of the butterfly? At the end of each is a little knob.

I wonder what those knobs are for.



Pretty butterfly, tell me what you eat.

Let us draw this pretty butterfly.

---

The butterfly has a ———, a ———, and an ———.

There are two ——— on the head.

At the end of each ——— is a little ———.

On the thorax there are ——— legs and ——— wings.

The wings are ——— with pretty ———.

The butterfly is a pretty ———.

Do you know an insect that has wings like those of the butterfly?

rests  
dust

sucking  
roof

scales  
erect

shingles  
knob

to

here

there

pear

four

too

hear

their

pair

fore

two

by

buy

no

know

## THE BUTTERFLY.

“Good morning, pretty butterfly,  
Floating by on wings of light;  
I hope you are as glad as I  
To have a day so fair and bright.

“Come and rest here by my side,  
Here on this buttercup so fair;  
Open your rainbow wings so wide,  
And tell me, are you made of air?

“You are a stranger, butterfly, —  
Although I see you every day;  
You’re quickly, softly floating by,  
Whenever I come out to play.

“I want to count your tiny toes,  
I want to find your breathing place,  
And see the slender horn that grows  
On either side your pretty face.

“I’d like to see just how you’re made,  
With stripes and spots and dust and  
rings;

I wish you'd show me how you played  
Just now upon your shining wings."

"I could not trust you, little boy,  
You might not let me soon go free;  
My life is floating here in joy,—  
The life that God has given to me."

What did the little boy ask?

What did he wish to find?

What did the butterfly say?

floating	stranger	stripes	you'd
although	breathing	you're	played
buttercup	quickly	shining	trust
rainbow	whenever	either	might

---

morning	wings	count	pretty
tiny	hope	bright	slender
horn	spots	could	given
insects	shingles	scales	feelers
caught	dust	colors	stay
know	wonder	knobs	rings
life	over	stripes	many

#### 4. THE GRASSHOPPER.



Here I am.

My name is Great Green Grasshopper.

My pretty green suit gives me that name.

I do not live in the grass. Oh, no; my home is in trees, where I eat leaves. My cousin's home is in the grass.

I wear a wide collar. This collar is a part of my thorax.

My legs and wings are attached to the thorax.

I have three pairs of legs.

My hind legs are very long.

Look at them. Do you think I can walk?

I can not. My hind legs are for leaping.

You see my wings are not like the butterfly's wings. They are not so pretty. Look at my wings.



The front ones are smaller and thicker than the back ones.

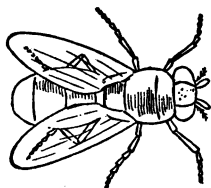
The front wings cover the back wings, which fold up like a fan.

When I rest, my wings lie straight on the sides of my body.

I eat grass and leaves.

great	suit	leaping	thicker
collar	thorax	attached	pairs
sides	smaller	straight	fold

## 5. THE FLY.



“Baby bye, here’s a fly;  
Let us watch him, you and I.  
How he crawls  
Up the walls,  
Yet he never falls.”

Here is a live fly in this glass  
dish. Do not lift the cover.

Let us watch this live fly.

See him crawl. Now he is on  
the cover.

Will he fall?

I think not. His feet are made  
so that he can walk in this way.

This is a picture of one foot.

It has two claws. At the end of each claw is a small pad covered with fine hairs.



The fly has six just such feet to walk with.

His wings look like lace.

There are two lace-like wings.

His eyes are very large and pretty. How many has he?

Some day, little fly, we will know more about you.

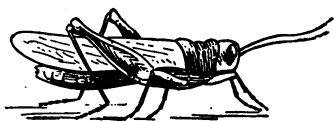
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The fly has a ———, a ———, and an ———.

On the thorax are ——— wings and ——— legs.

The wings look like ———.

crawls      dish      pad      lace      walls

**6. THE BUTTERFLY AND THE GRASSHOPPER.**

These insects do not look much alike, do they?

The body of each has a head, a thorax, and an abdomen.

Each head has a mouth, two eyes, and two feelers.

The feelers are long and slender. Those of the butterfly are thick at the ends.

Each insect has four wings.

The butterfly's wings are large and broad. The front wings are larger than the hind wings.



The front wings of the grasshopper are long and narrow. The hind wings are large and broad.

The butterfly's wings are covered with scales. The wings of the grasshopper are not.

When the butterfly rests, it holds its wings over its back. When the grasshopper rests, it folds its hind wings like a fan and covers them with its front wings. These wings lie straight on the sides of its body.

Each of these insects has six legs. The hind legs of the butterfly are short. Those of the grasshopper are very long.

The butterfly lives on the juice of flowers. The grasshopper lives on grass and leaves.

## V. OUR BODIES.

## 1. THE JOINTED DOLL.



Here we see May showing her doll to Nellie.

The one who sits in a chair is Nellie. She seems to be listening to May.

May is sitting on a stool in front of Nellie. She holds her

doll in her lap. I think she is telling Nellie that she can turn its head and bend its arms and legs.

At the right of Nellie is the doll's cab. Is it not a nice cab?

These little girls are cousins.

listening nice cab wonderful rocking



## 2. NELLIE'S VISIT.

Last week Nellie went to see her cousin May.

May met Nellie at the door. She said, "How do you do, Nellie? I am so glad you came to-day. We will play with my new doll."

May put Nellie's hat away; then they went to the playroom.

Nellie sat in a rocking-chair. May took her doll from its cab and sat on a low stool near Nellie.

May took hold of dolly's arm and said, "See, Nellie, I can bend my doll's arms and legs and turn its head. Is it not a wonderful doll?"

"Oh, let me take dolly. I never saw a doll like this one.

"Why, May! is its arm broken?"

"Oh, no; do you see this doll has joints? Dolly's arm bends at the elbow, but not at the wrist. Your arm bends at the wrist. Your finger has two joints. Dolly's finger has no joints."

"Where did you get this wonderful doll, May?"

"Aunt Jennie gave it to me.

Aunt Jennie made this blue wool dress for dolly too.

“Do you know my dolly’s name? I call her Violet May.”

After looking at the doll May showed Nellie the cab, which her mamma gave her.

The little girls had a good time playing with Violet May and the cab.

I hope Nellie’s mamma gave her a jointed doll. Don’t you?

joints elbow wrist bend Aunt Jennie



### 3. THE BODY.

My body has a head, a trunk, and four limbs.

The largest part of the body is the trunk.

Do you see it is between the head and the lower limbs?

I have two upper limbs and two lower limbs. My limbs are branches of my trunk.

My neck unites my head to the upper part of my trunk.



#### 4. MY ARMS.

This is my right arm. That is my left arm.

I can move my arm up and down. Yes, I can move it every way. Please look; I can bend it in two places.

Is your arm in three parts, Ray?

My arm has an arm, a forearm, and a hand. So has yours.

The part above the elbow is the arm. The forearm is between the arm and the hand.

Do you see the wrist unites the forearm and the hand?

---

The hand is a very useful part of the arm.

Each hand has a back, a palm, a thumb, and four fingers.

Each finger has a name.

The one next to the thumb is the forefinger. The one next to the forefinger is the middle finger. How large the middle finger is!

One finger is called the ring finger. Do you know which one it is? What is the name of the other finger?

Each finger has two joints, and  
each thumb has one joint.

On the end of each finger and  
thumb there is a nail.

Each hand has five knuckles.

Of what use are the knuckles?

palm	next	thumb	knuckles
limbs	between	forearm	forefinger



#### MORNING PRAYER.

“Father, we thank thee for the night,  
And for the pleasant morning light;  
For rest and food and loving care,  
And all that makes the world so fair!

“Help us to do the things we should;  
To be to others kind and good:  
In all we do, in work or play,  
To grow more loving every day.”



## 5. THE EYE.

The eye is a very useful and pretty part of the face.



The eyes are below the forehead, one on each side of the nose.

The eye is a large, white ball.

The colored ring which you see on this white ball is the iris.

Is the iris of your eyes blue?

Oh, no; I have brown eyes. Frank has black eyes. The iris is black.

The iris of Jessie's eye is gray.

That black spot which you see in the centre of the eye is the pupil.

How many lids has each eye?

These lids make pretty curtains

for the eyes. The long hairs on the edges of the lids are eyelashes.

Where are the eyebrows?

Of what use are the eyebrows and the eyelashes?

iris	pupil	forehead	lids
curtains	eyelashes	eyebrows	nose



## 6. THE MOUTH.

The mouth is a little house into which we put the food.

Let us see if it is not.

It has a roof which is very strong. Is not the tongue a good floor? The jaws make good, strong walls, I think.

The lips and the cheeks cover the mouth to keep it from harm.

Is not the mouth the food's first house?

We eat that we may live.

The food is put into the mouth, where it is cut and ground by the teeth. How many teeth have you in each jaw?

The broad, sharp front teeth cut the food. These are incisors. There are four incisors in each jaw.

The pointed teeth next to the incisors are the canines. The canines tear the food.

The back teeth grind the food. These teeth are molars. The molars are large and broad.

The tongue moves the food up and down, forward and backward.

Of what other use is it?

The cheeks and the jaws help the tongue to move the food.

In the mouth the food is made moist by saliva.

Into what does the food go from the mouth ?

moist	grind	jaws
incisors	molars	canines
saliva	harm	backward

---

To live is to do  
 What must be done ;  
 To work and be true,  
 While shines the bright sun.

'Tis living for others,  
 To lighten their load ;  
 'Tis helping your brothers,  
 And trusting in God.

shines	bright	true
living	others	lighten
helping	trusting	brothers

## 7. MY TRUNK.

My trunk is the largest part of my body.

In it are two large rooms, one above the other.

The upper room is the chest, or thorax. Do you know what is in this room? I can tell you what you will find there.

This room is the home of my heart and lungs. Don't you think it is a good warm house for them?

Abdomen is the name of the lower room. This room is the home of many useful parts. I cannot tell you now the names of all of them. Sometime I will.

One very useful part I know lives in this room. Its name is

---

stomach. The stomach is the food's second house.

I must be very careful to let nothing go to the food's house that will hurt it.

Both rooms have good strong walls. Some of these walls are made up of many bones.

Would you like to know about the bones of the trunk?

lungs      stomach      careful      nothing



#### 8. THE FRAMEWORK OF THE TRUNK.

The bones of my trunk are its framework.

When I put my hand along the back part of my trunk, I can feel many little bones.

Mamma says these bones make the backbone, or spine. She says my spine is made up of twenty-four short bones. placed one above another.

The lower part of each bone fits into the one below it.

These bones are so united that I can stand erect. Yes, they are so united that I can bend forward or backward, lean to the right or to the left.

Is not the spine a wonderful part of the trunk? I think it is.

If the spine were one long bone, I could not bend my body as I do now.

In the front part of the chest is a bone called the breast-bone.

My trunk has twenty-four ribs,

which are curved, strong, and light. There are twelve ribs fastened to each side of the spine. In front these ribs are united to the breast-bone.

Don't you think my chest has strong walls?

If I place my hands on my hips, I can feel two large bones. These make the framework of the lower part of my trunk.

In the lower end of each hip-bone is a hole shaped like a cup. The round head of the thigh-bone fits into this cup-shaped hole.

---

The bones of old people are hard and brittle; those of children are soft, and bend easily.

I must sit and stand erect, so



that mine may not be bent out of shape. I must not wear tight clothes, or do anything to crowd them out of their places.

The food I eat helps to make my bones. I must be careful to eat good food, that they may grow strong.

framework	spine	erect	hips
united	twenty-four		people



### WE ARE LITTLE CHILDREN.

"We are little children,  
Full of life and play;  
Singing, ever singing  
Songs so bright and gay.

"Should we not be happy  
In a world so fair?  
Love and joy and kindness  
Find we everywhere.

“Birdies in the tree-tops  
Sing us songs so sweet;  
Blossoms in the meadows  
Stay our busy feet.

“Winter clouds and snow-storms,  
Summer sunshine bright,  
Bring us sweetest pleasures,  
Fill us with delight.”

clouds    delight    pleasures    snow-storms



#### THE FLY.

“Baby bye, here’s a fly;  
Let us watch him, you and I.  
How he crawls up the walls,  
Yet he never falls.

“I believe, with six such legs,  
You and I could walk on eggs.  
There he goes on his toes,  
Tickling baby’s nose.

“Spots of red dot his head;  
Rainbows on his back are spread;

That small speck is his neck;  
See him nod and beck!

“I can show you, if you choose,  
Where to look to find his shoes.  
Three small pairs made of hairs, —  
These he always wears.

“In the sun webs are spun;  
What if he gets into one?  
When it rains, he complains  
On the window-panes.

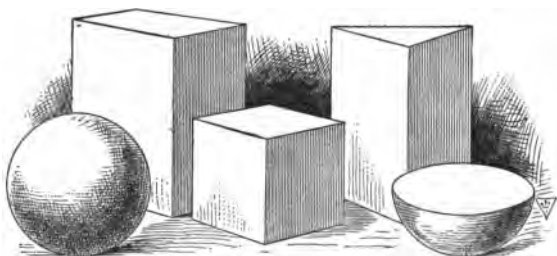
“Tongues to talk have you and I;  
God has given the little fly  
No such things, so he sings  
With his buzzing wings.

“Flies can see more than we,  
So how bright their eyes must be!  
Little fly, ope your eye,  
Spiders are near by.

“For a secret I can tell, —  
Spiders never use flies well.  
Then away, do not stay!  
Little fly, good-day.”

## VI. FORM AND PLACE.

## 1. CORA'S MODELS.



Frank and Cora were brother and sister.

One day their mamma gave each a box of models.

This picture shows the models which Cora found in her box.

Do you know their names? Cora can tell the name of each one.

She has made the sphere and the cube in clay.

After she made a clay sphere she made clay apples, peaches, cherries, oranges, and grapes.

This is what I found on Cora's slate one day:—

#### THE CUBE.

“On my desk is a cube made of wood.

“The cube will stand and slide, but I cannot make it roll.

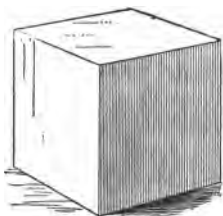
“I can see and touch the outside of the cube. All that I can see or touch of anything is surface.

“The surface of this cube has six faces. Each face is square. A cube, then, has six square faces.

“The cube always stands on one of its faces.

“Two faces of the cube meet to form an edge. I counted the edges. There are twelve of them.

“Three edges meet to make a corner. It has just eight corners.



“Do you see, my little friends—a cube has six square faces, twelve edges, and eight corners. Do you like the picture I have made?”

models	cube	surface	twelve
friends	slide	desk	touch



## 2. CORA'S TABLETS.

In Cora's box were many tablets and sticks, which she used in making borders.

She could find a tablet to match each face of every model.

Do you know the shapes of her tablets?

I think she had squares, circles, oblongs, and triangles.

Why do you think so?

Sometimes she cut these forms out of colored paper. With these she made pretty borders.

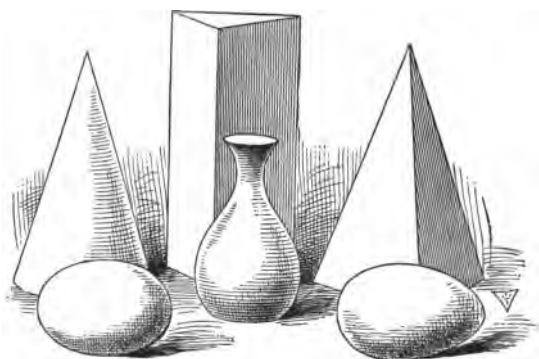


Here is a picture of a border which she made of blue circles and orange squares.



### 3. FRANK'S MODELS.

These models do not look much like Cora's, do they?



Frank can tell the name of each model in his box.

He has made of clay many objects in which he sees the forms of these models. One day he made many cylinders of clay. From these cylinders he made a rolling-pin, a bottle, a jug, and a cup. Cora let him take her cylinder to use as a model.

In his box he had tablets and sticks, which he used in making borders on his desk.

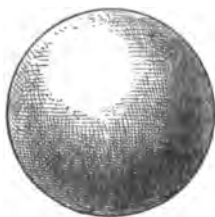


Would you like to read what he wrote about the sphere and the ovoid?

sphere      ovoid      cylinder      bottle      jug



#### 4. THE SPHERE AND THE OVOID.



I have two models on my desk.  
One is a sphere. The other is  
an ovoid.

Each is made of hard wood.  
The surface of each is curved,  
having neither edges nor corners.

The sphere is ball-shaped. The  
ovoid is egg-shaped.

Every view of the sphere is represented by a circle.

Two views of the ovoid are represented by circles. All other views are ovals.

Each will stand and roll.

Many fruits are shaped like the sphere and the ovoid.

I can tell what some of these are. Can you?

represented      shaped      view      circle



## 5. WHAT CORA TOLD MAMMA.

To-day, mamma, we had a pleasant time placing objects on the table.

Frank set a pretty plant in the centre of the table. Fanny put a

large orange at the right, near the plant. Elsie placed a box at the left of the plant. You see in the picture that it is farther from the plant than the apple is.



Then Frank and I measured the table. We found it was four feet long and three feet wide.

“If we make a picture of the top of the table, what shape must it be?” Miss Black asked.

“An oblong,” said Fanny.

So I made an oblong on the

blackboard. Miss Black said I must represent each object found on the table too, so that the blackboard drawing would show us where to look for the objects.

What I made did not look like this picture. Miss Black said that it was not a true picture, but a *plan* of the top of the table.

To-morrow we will draw more plans. After we can do this well we are going to draw a plan of the school-room and another of the school-yard.

Then each one is to draw a plan of the first floor of his home.

I like to do this kind of work in school.

measured

plan

school-room

**A BUNCH OF KEYS.**

“ A bunch of golden keys is mine,  
To make each day with gladness shine.  
‘ Good morning ! ’ that’s the golden key  
That unlocks every day for me.

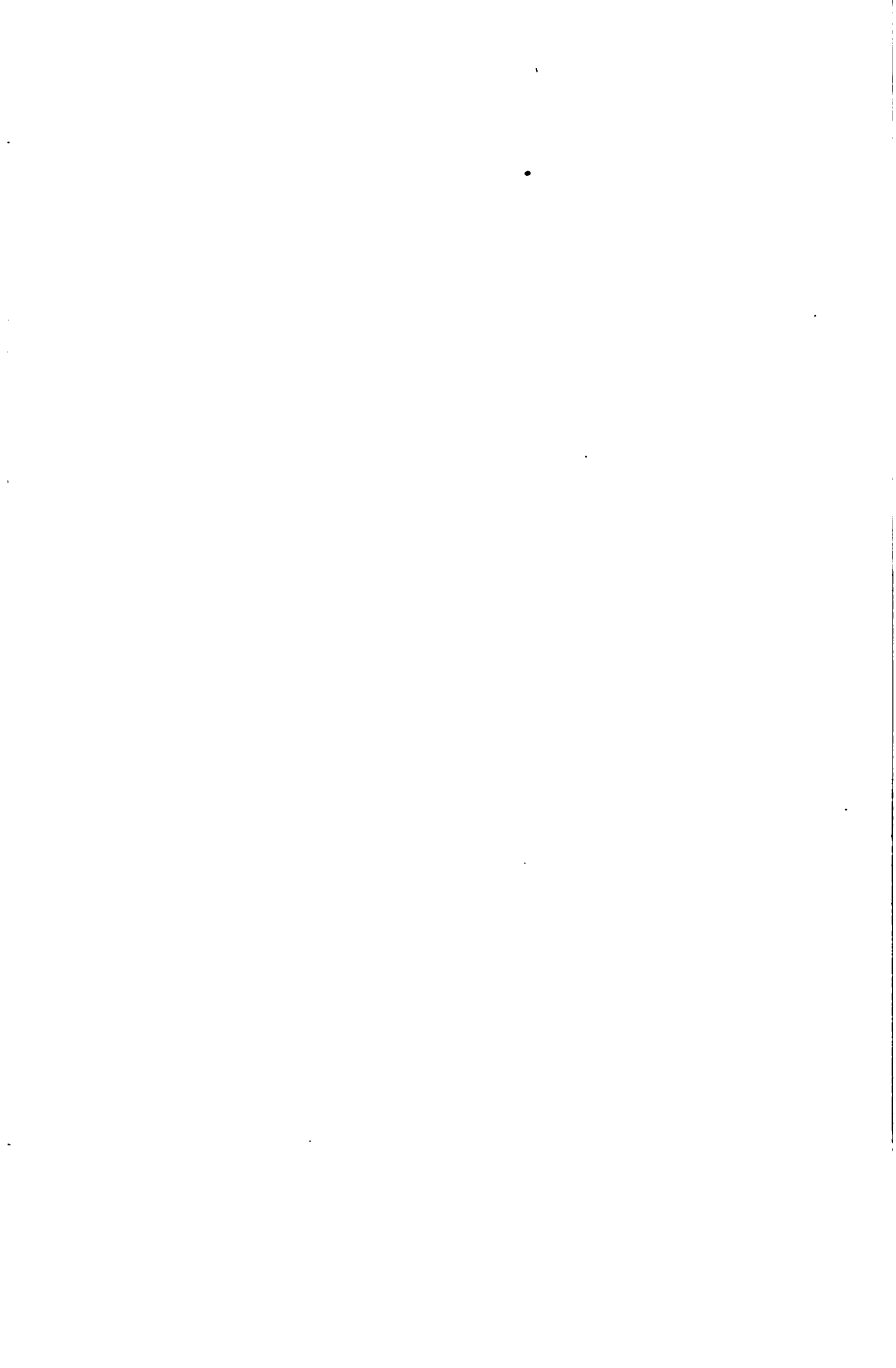
“ When evening comes, ‘ Good night ! ’ I say,  
And close the door of each glad day.  
When at the table, ‘ If you please ’  
I take from off my bunch of keys.

“ When friends give anything to me  
I’ll use the little ‘ Thank you ’ key.  
I’ll often use each golden key,  
And so a happy child I’ll be.”

---

“ Little children, bright and fair,  
Blest with every needful care ;  
Always bear this thing in mind :  
God commands us to be kind.”

keys	unlocks	anything	commands
gladness	friends	evening	needful



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